

BOARD OF PUBLIC EDUCATION/OFFICE OF PUBLIC INSTRUCTION
CHAPTER 55 JOINT TASK FORCE
APRIL 16, 2010

Individual Activity 2B: When I think of results-driven accreditation, I'm most excited about ...

Accreditation Process	<ul style="list-style-type: none"> • Change! Change that may make schools more effective. • A focus on modern learning • A chance to examine what works and what does not • Having a process in which you are held accountable in = defining what you need to do • Having an open process • Looking at education in a new light. Basing education on more than seat time. • This concept could help move education forward if we are realistic about the outcomes that are to be measured. • Determining success based on outcomes rather than input • Schools striving for outcomes as Denise said • Taking apart Montana education from a different perspective 	
Data-Informed Accreditation (Results-Driven)	<ul style="list-style-type: none"> • Using data to drive decisions and elements of success • Using data to drive decision making • Goal setting – a cyclical process of setting goals, implementation of programs, review results and reformulate goals • Results do not always have to be left brain ~ math, science test scores. The U.S. still leads the world in right brain education, innovation and creativity. It has to be doable to seek out these results as well. • The processes <u>should</u> lower the intensity of <u>some</u> of the public school critics. • Establishing targets for excellence and then rewarding schools that attain them – <u>not</u> driven by <u>AYP</u>. 	

	<ul style="list-style-type: none"> • I also like that it feels more aligned to what we're working towards with AYP measures and student proficiency. • Using data to determine effective use of time/instruction 	
Assessment	<ul style="list-style-type: none"> • More standard assessments so that not all the AYP is tied to one test score (CRTs) 	
Accountable System	<ul style="list-style-type: none"> • Out-put based with accountability • I think that accountability for actual performance is a far better measure of school effectiveness than just offering specific courses, having teachers certified in specific areas, and meeting class size recommendations. None of those standards absolutely determine student achievement. – • I think it's wonderful. • Giving feedback and empowering teachers, students and other stakeholders 	
Parent/Community Involvement	<ul style="list-style-type: none"> • The accountability process: we must be accountable to our community. We are able to provide direct information to our school and community. • Common elements of the community will enhance parent, tribal, non-tribal participation for positive educational goals. • Parents and students could become more engaged if they knew that accreditation was at stake. • Working together in behalf of all students in Montana • I believe it will truly let all educators, community and parents understand that <u>all</u> students can learn and excel in their education. • I don't know enough about it as yet but ... the transparency for stakeholders and public • Community involvement in the process 	
Continuous Improvement	<ul style="list-style-type: none"> • The ability to tie the 5YCEP into a results driven accreditation process • The impact this will have on making the standards <u>more</u> our everyday focus • The potential to really rethink taking students from where they are when they enter school – to 	

	<p>as far as they can go.</p> <ul style="list-style-type: none"> • “Testing” out of courses already mastered by students to allow them to engage in <u>new</u> challenges (for them). • The opportunity to become more internationally focused in % achievement and standards to the world. • Developing better “links” with colleges, districts and state regarding career focus and readiness for our students 	
Professional Development	<ul style="list-style-type: none"> • Targeting professional development to improvement in academic achievement 	
School Size/Class Size/ Teacher student ratio	<ul style="list-style-type: none"> • The possibility of not having Accreditation standards tied to teacher – student ratios (specifically) for Specialists such as Counselors and Librarians • To look at class size ratios differently, e.g. , mandatory instructional aides for those classrooms who exceed the standards 	
Flexibility	<ul style="list-style-type: none"> • The backward design of results-based accreditation – everyone knows where they need to get – but have the “flexibility” to get there based on their population. • Flexibility to improve the work we do for students in our schools 	

	<ul style="list-style-type: none"> • Chance to ensure “customized learning” to ALL students • The possibility of having flexible standards meaning different types of diplomas coming as the result of different types of curricula • Flexibility to do the good work we have already started without feeling we are serving two masters. • We may lose the flexibility and knowledge we understand when dealing with special needs students. • The Challenge! Possibly designing something flexible and nimble for Montana school kids 	
Elements of Quality Education	<ul style="list-style-type: none"> • The opportunity to influence the definition of Montana public schools for the future as well as add to the discussion/definition of quality education. • Students learning at their own paces and levels of proficiency • Replacing quantity with quality • The majority of the quality indicators represent research and best practices. • Moving into the next generation of schooling • Change can be/is exciting. We need to be thoughtful in executing it. The “whole needs to buy into the concept for it to be effective. • Success for all students 	
Other	<ul style="list-style-type: none"> • I need more information to give an opinion • How can this issue be used to recruit and retain teachers? • I need to know more information about these models. • The collective brain-trust in this room 	